

Accessibility Plan

Accessibility Plan 2022-2025

Purpose of Plan

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all learners with a disability and other protected characteristics can take full advantage of their education and associated opportunities.

Definition of disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Key Aims

To increase and eventually ensure for learners with a disability and other protected characteristics that they have:

- total access to our setting's environment, curriculum and information and
- full participation in the academy community.

Principles

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
 - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services

- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an accessibility plan
- In performing their duties governors have regard to the Equality Act 2010
- Our setting
 - recognises and values the young person's knowledge/parents' knowledge of their child's disability
 - recognises the effect their disability has on his/her ability to carry out activities,
 - respects the parents' and child's right to confidentiality
- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

Increasing Access for all pupils to the academy curriculum

This includes teaching and learning and the wider curriculum of the academy such as participation in after school clubs, leisure and cultural activities or academy visits.

- Staff information and training
- Classroom organisation
- Timetabling
- Expanding the curriculum as necessary to ensure pupils with an impairment are as equally prepared for life as learners without impairments
- Provision of specialist aids and equipment, which may assist learners in accessing the curriculum
- Where necessary, support will be given by the Special Educational Needs (SEN) department, led by the Special Educational Needs Coordinator (SENDCo) L. Reed The academy facilitates services from a range of agencies for all pupils and their families

Improving access to the physical environment of the academy

This includes improvements to the physical environment of the academy and physical aids to access education.

- The academy's classrooms are all on the ground floor. Any new build will be built with physically impaired pupils in mind, ensuring access for all.
- The academy is accessible via ramps and handrails where appropriate
- Carlton Road Academy has accessible toilet facilities for physically impaired pupils and for the use of physically impaired people using the academy services.
- Carlton Road Academy has disabled shower facilities within a functional medical room.

- Specialist equipment is made available as appropriate.

Improving the delivery of written information to all learners

This will include planning to make written information that is normally provided by the academy to its pupils available to all learners. Examples might include handouts, timetables, textbooks and information about academy events. The information should take account of pupils' disabilities and pupils' and parents preferred formats and be made available within a reasonable time frame.

We will make available, upon request suggestions or where it is apparent that there is a need:

- Documents translated into learners' home languages (we may need additional time to secure interpreter services).
- Documents in large print format
- Documents converted into Braille
- Documents printed on visual stress colour-friendly paper.

Financial Planning and control

The headteacher, SLT and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.

Accessibility Action Plan

Compliance with the Equality Act					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
To be aware of the Equality Act 2010	Disseminate the Act Complete a register Provide staff with training and resources to enable them to develop them confident awareness of protected characteristics: <ul style="list-style-type: none"> • age. • gender reassignment. • being married or in a civil partnership. • being pregnant or on maternity leave. • disability. 	L Reed C Coyle Staff	Ongoing	Ongoing	

	<ul style="list-style-type: none"> • race including colour, nationality, ethnic or national origin. • religion or belief. • sex. 				
To ensure the academy's premises comply with legal Health and Safety requirements	Premises improvements and maintenance schedules are planned with statutory requirements and compliance.	Site Manager Trust Premises Lead C Coyle L Reed T Hebron L James F Hobart K Deamer L Alexander	Ongoing	Ongoing	
To ensure the academy's curriculum complies with the Equality Act 2010 and takes into account protected characteristics					

Access to the physical environment - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Continue with ongoing rolling programme of systematic review of all areas of the academy to improve and maintain access to the physical environment for all pupils, staff and visitors	Site Manager and Health, Safety and Facilities Manager will monitor and review the door systems in the academy as part of a rolling programme.	J Anderson C Coyle L Reed Premises manager Class staff for day-to-day reporting	Ongoing	Ongoing	
Continue to monitor with the needs of the learners so that classrooms are	Site Manager and teaching staff SEND team will assess the needs of learners in each class when	L Reed T Hebron Class teachers	Ongoing	Ongoing	

<p>optimally organised and resourced for pupils with disabilities.</p>	<p>identified by class teachers and provide specialise equipment as needed e.g. pencil grips, writing slopes, hearing loops, technology, specialist seating etc.</p> <p>Work with external agencies to adapt and source specialist equipment as needed.</p> <p>Individual risk assessments created for individuals to ensure safe access to the curriculum. Personal Evacuation plans to be created for specific learners to ensure safety during emergencies. Staff to follow individual care plans.</p> <p>To meet individual needs of pupils during assessments. Learners will be assessed in accordance with regular classroom practice, and access arrangements such as coloured paper, enlarging, additional time and modified tests will be applied for as needed. SEND identified for Cherry Garden monitoring and Assessment</p>	<p>Outside agencies: e.g. Specialist Teacher, Educational Psychologist as commissioned.</p>			
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<p>To create signage to standard format. Consider Braille</p>	<p>Site Manager, Health, Safety and Facilities Manager as well as SLT to ensure that signage is designed and installed.</p>	<p>C Coyle SENDCo in liaison with the premises team for visually impaired pupils C Coyle for newly purchased and designed signage Premises team to install and maintain</p>	<p>Ongoing</p>	<p>Ongoing</p>	
<p>Emergency evacuation systems to include alarms with both visual and auditory components</p>	<p>Site Manager and Health, Safety and Facilities Manager to maintain and monitor</p>	<p>C Coyle J Anderson</p>	<p>Ongoing</p>	<p>Ongoing</p>	

Ensuring inclusion in the academy's community					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
EAL learners can access learning and the curriculum	Dual language texts provided. Flash Academy online resources purchased to support those EAL pupils who are new to country. Set up a language lab and combine with immersion into a language-rich, classroom environment in which learning is made accessible.	L. Reed	Ongoing	Ongoing	
Learners with social, emotional and behavioural difficulties have lunchtime provision adapted to meet specific needs	A 'Lunch Lounge' to be set up to allow those learners with specific learning needs to access a small, calm, nurturing environment in which lunch can be eaten and enjoyed without too much noise and the facility to offer play once lunch has been eaten.	C Coyle L Reed T Hebron L James F Hobart K Deamer L Alexander	Ongoing	Ongoing	
Learners in care (CIC) and those learners who have previously been in care (POST CIC) to have equal	Resources purchased, as required through Pupil Premium funding to enable learners to have equal access to learning in academy and at home.	C Coyle L Reed T Hebron L James F Hobart	Ongoing	Ongoing	

access to the curriculum		K Deamer L Alexander			
Improvement in attendance data for those learners whose attendance is an issue, i.e., lower than 90%	Targeted support provided through the attendance lead and the centralised attendance team. Strategies in place, e.g., Academy Attendance Panel Meetings to address issues with attendance for those whose attendance falls below 90% and those in danger of falling below that threshold.	L Reed Academy administrator s Attendance Team	Ongoing	Ongoing	

Access to the curriculum - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Ensure all learners with a disability are able to fully access the Curriculum. Annual review of curriculum to ensure that needs of pupils	Reviewed when necessary, by teachers and Subject Leads with the subject they are responsible for. Support from Trust and its centralised Team as required.	C Coyle L Reed T Hebron L James F Hobart K Deamer L Alexander	Ongoing	Ongoing	

are matched by curriculum and staffing.		Teachers Subject Leads			
Create an equitable Academy where every learner thrives, and regularly evaluate our actions to measure the impact we are having for our learners.	INSIGHT -New Assessment System and Tracker Edukey- monitor and evaluate SEND learners and targeted groups	SENCOs RSL Subject Leads Class teachers	Ongoing	Ongoing	
Multi Agency assessments actioned for all students at risk	Agencies, e.g., EP, EWO, STT, TAC	C Coyle L Reed SENDCos	Ongoing	Ongoing	
External agency support is identified and delivered for all students in need. Students with identified needs have access to resources to support learning.	Agencies Teacher/ SENDCo review Edukey	C Coyle L Reed SENDCos Class teachers Class TAs DSL	Ongoing	Ongoing	
Continue to actively challenge traditional gender stereotypes including LGBT through education and positive role model and track progress and attainment of	Using the Jigsaw PSHE Curriculum together with texts, stories and images representing diversity in terms of individuality and families and professions	C Coyle KS2 Subject Lead Assistant Head for pastoral and personal development	Ongoing	Ongoing	

<p>boys and girls (close gender gap)</p>	<p>Careers visits throughout the academy e.g., firefighters, farmer, solicitor, editor, PCSO, vet, Nurse, Sports Champion etc</p> <p>MyConcern incident log to review and identify any trends and act upon them.</p> <p>Tracking the attainment of gender Teacher Research and Training- focussing on increasing boys' motivation and engagement. Moderation across academy and Agreement Trialling with other academis, Book looks. High quality first teaching across academy, Little Wandle New Phonics Programme.</p>	<p>subject leader Inclusion Lead Class teacher s Class TAs</p>			
<p>Monitor balance of gender across employed staff</p>	<p>HR- S Grundy Recruitment processes to reflect best diversity practice</p>	<p>C Coyle S Grundy</p>	<p>Ongoing</p>	<p>Ongoing</p>	
<p>To continue to monitor and promote Race and Religious Equality and take action where inequalities arise.</p>	<p>Promote race equality through Curriculum and visual graphic e.g. Jigsaw PSHE, assemblies, multicultural visits, celebration of cultures with experiences and visitors.</p>	<p>C Coyle KS2 Subject Lead Assistant Head for pastoral and personal development</p>	<p>Ongoing</p>	<p>Ongoing</p>	

	<p>Racial Incident log /meetings to identify trends</p> <p>PSHE Subject Lead</p> <p>Teachers to consider pupils personal beliefs during Religious Education and celebrations.</p> <p>Learners' personal beliefs are taken into account during celebrations and alternate provision is made- if required.</p> <p>Teachers ensure that through their provision and curriculum teaching, diversity is shared and celebrated</p>	<p>subject leader</p> <p>Inclusion Lead</p> <p>Class teachers</p> <p>Class TAs</p>			
<p>To challenge traditional and local perceptions of race and those who have English as an Additional Language</p>	<p>Through the PSHE curriculum, address local perceptions of those from other races/cultures who have English as an Additional Language, celebrating differences and identifying similarities.</p> <p>Discuss the reasons why families from overseas have chosen Boston as a town to settle in and the advantages that that diversity brings with it and how that 'plays out' in academy in a positive way.</p>	<p>PSHE subject leader</p> <p>Teachers</p> <p>TAs</p>	Ongoing	Ongoing	
<p>Monitor balance of minority race and</p>	<p>HR -S Grundy</p> <p>Recruitment processes to reflect best diversity practice</p>	<p>C Coyle</p> <p>S Grundy</p>	Ongoing	Ongoing	

ethnic groups across employed staff					
To continue to monitor and promote Mental Health and Wellbeing and take action where needed.	Multi agency involvement- CAHMS, Healthy Minds, Central Services Team- Safeguarding, TAC etc Mental Health Awareness Day Jigsaw -A Mindful Approach PHSE Programme- Lessons, assemblies etc	C Coyle KS2 Subect Lead Assistant Head for pastoral and personal development subject leader Inclusion Lead Classteachers Class TAs R Cridland/D Parla	Ongoing	Ongoing	

Access to information advice and guidance - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes

<p>To improve communications to groups with protected characteristics</p>	<p>Monitor with questionnaires/consultations with parents/carers, learners and staff</p> <p>Staff to support and help parents to access information and complete academy forms.</p> <p>Reception Intake Evening/New starter meeting- staff to support with admission forms and accessing information needed for starting academy, meet the staff, access the provision.</p> <p>Information evenings for each year group</p> <p>Family Learning and adult skills classes</p>	<p>SENDCos Academy Administrators Teachers TAs</p>		<p>September 2022</p>	
<p>To ensure the academy website is clear, simple and easy to navigate</p>	<p>A new, easy to navigate website is currently being built for January 2023. Once running C Coyle and J Quincey will design questionnaires and carry out consultations to gauge opinions/gather feedback</p>	<p>C Coyle J Quincey</p>		<p>All contributions to new content on new site from September 2022</p>	

